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ABSTRACT

This report presents an evaluation of Florida's College Reach-Out Program (CROP) and data on the 1991-92 cohort of institutions and students which the program serves. CROP is a state-wide program designed to increase the number of students successfully completing postsecondary education by providing disadvantaged students in grades 6 through 12 with academic enrichment activities as well as career and personal counseling. The program served 4,799 students through locations at 25 postsecondary institutions, an increase of 20 percent over the number served in 1990-91. Project evaluations found that CROP students were absent fewer days, received academic promotions at a higher rate, and exhibited better college preparatory course-taking than a comparison group of non-participants, and that a significantly larger percentage of CROP graduates pursued postsecondary education than did recent high school graduates statewide. The report recommends, among other things, that the state legislature increase funding for CROP activities on an incentive basis and that local CROP offices increase program evaluation and outreach activities. Four appendixes provide a copy of the CROP legislative statute, a list of funded institutions and consortia, data tables, and guidelines for identifying economically and academically disadvantaged youth. (MDM)

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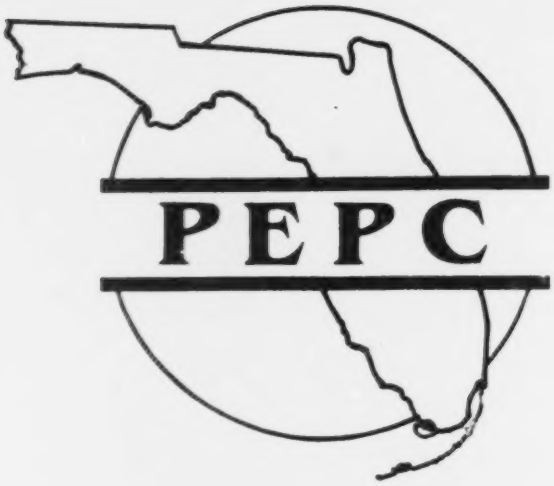

A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM

ANNUAL REPORT: 1991-92 COHORT

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Report and Recommendations of the Florida Postsecondary Education Planning Commission

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The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

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Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 231 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

POSTSECONDARY EDUCATION PLANNING COMMISSION

A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM ANNUAL REPORT : 1991-92 COHORT

Prepared in Response to Specific Appropriation 276
of the
1993 General Appropriations Act
Chapter 93-184, Laws of Florida

December, 1993

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

I. INTRODUCTION 1

Report Methodology and Format

II. SUMMARY OF 1991-92 COHORT 3

Demographics
Funding and Expenditures
Comparative Analysis: CROP and Random Sample
Summary

III. AGGREGATE OF ANNUAL COHORTS 10

IV. FINDINGS AND RECOMMENDATIONS 11

Summary of Findings
Recommendations

APPENDICES

A College Reach-Out Program Statute
B List of Funded Institutions and Consortia
C Tables
D Guidelines for Identifying Economically and Academically Disadvantaged Youth

EXECUTIVE SUMMARY

The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education. The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity.

The Commission was directed in proviso language in Specific Appropriation 276 of the 1993 General Appropriations Act to continue evaluating the program through an annual report on projects funded during academic year 1991-92. The primary purpose of this report is to present data on the 1991-92 cohort and evaluate the program's effectiveness in meeting legislative intent. A secondary purpose is to provide feedback to the projects. Analytical and evaluative results contained in this document are derived primarily from data collections. Campus site visits during the consortia's summer residency components provided supplemental information gathered through interviews and observation. The report is arranged in four sections: **Introduction**, **Summary of 1991-92 Cohort**, **Aggregate of Annual Cohorts**, and **Findings and Recommendations**. Several tables with supporting data, statutory references, and a list of institutions and consortia arrangements for 1991-92 are located in appendices.

Summary of 1991-92 Cohort

- 25 postsecondary institutions housed College Reach-Out projects serving 46 counties.

- Six state universities, 18 public community colleges, and one independent institution shared an appropriation of $1,783,327. In addition, five other projects were line-item funded, but little information for these projects was available. Florida State University is the only such project included in the data summaries.

- 4,799 participants (unduplicated headcount) were served; 79 percent of the participants were recruited by the community colleges and the remainder by the state universities.

- 84 percent of participants were black, with another six percent Hispanic. Among all participants, 30 percent were black males. Not reflected in the data base were 45 native Americans representing seven tribes in the Indian Youth Project.

- University projects tended to recruit more 10th, 11th, and 12th graders than did community college projects; 6th and 7th graders were served predominantly by community colleges.

- 36 percent of the total appropriation was designated for five line-item funded projects.

- The projects expended over $2.6 million; expenditures from institutional sources accounted for 41 percent of total dollars expended. Half of the projects reported external funding dollars.

- Reach-Out participants were compared with a random sample of students in 6th through 12 grades during 1991-92. Reach-Out participants

were absent fewer days, received academic promotions at a higher rate, and exhibited better college preparatory course-taking patterns than the comparison group.

- Reach-Out participants' performance was compared with all high school graduates on entry-level placement tests. While the Reach-Out participants as a group did not perform as well as the group of all high school graduates, black Reach-Out participants out-performed black high school graduates on every subtest and in readiness on all subtests.

- A significantly larger percentage of Reach-Out graduates pursued postsecondary education than did recent high school graduates statewide.

Aggregate of Annual Cohorts

Beginning with this annual report, cohort aggregates will be reported by merging annual cohorts and calculating an unduplicated headcount.

- The number of students served increased by 20 percent between 1990-91 and 1991-92.

- The proportional distribution of students across racial/ethnic groups varied only slightly in the two cohorts.

- The proportion of students in 12th grade declined from 23 percent to 16 percent between 1990 and 1991.

- Black males accounted for 25 percent of participants in 1990-91 and 30 percent in 1991-92.

- Since 1990, Reach-Out has served 7,182 individual students in grades 6 through 12.

- From the 1990-91 cohort, 58 percent of the participants who were 12th graders and had valid social security numbers were found enrolled in public and selected private postsecondary education institutions in Florida in Fall 1992.

- The majority of participants in each cohort spend one year in the program.

Findings and Recommendations

Individual projects, consortia, and state-level administrators have made a good-faith effort to implement program improvements in several areas. In recent years, the College Reach-Out Program has matured from several isolated, very loosely connected projects to a network of coordinated and communicative projects well focused on the State's goals for this program. During these transition years, much progress has been made to understand both how the program is interpreted at the local level and the impact the program has had on participants. Major findings include:

- Legislative intent is being met.

- Participants represent various racial/ethnic groups and grade levels.

- External support has improved.

- Projects increased cooperation with external groups.

- Reach-Out participants compared favorably with non-participants in the public schools on a variety of measures.

- Tracking and reporting have improved.

- Parental involvement remains a challenge.

- Projects have strengthened math and science components.

- Projects have developed innovative strategies to offset budget limitations.

- Progress was demonstrated on prior evaluation recommendations.

Recommendations in this report relate to funding, participant identification, summer residency, local advisory committees, evaluation, program identification, and postsecondary education financial assistance:

1. To help achieve the intent of the College Reach-Out Program, the Legislature should promote local innovative activities by providing additional program funding on an incentive basis. Incentive dollars should not supplant existing program funding specified in the General Appropriations Act; awards should be made on a competitive basis under guidelines established by the statewide Advisory Committee.

2. To ensure that Legislative intent for this program is more effectively measured, report requirements should include indicators for identifying participants who qualify because of their economically or academically disadvantaged situation.

3. During the proposal selection process, the Advisory Committee should give preference to projects that serve middle school and early high school students.

4. Each consortium should establish criteria for selecting students to participate in the summer component.

5. All projects should strive to include a residential experience in their College Reach-Out activities.

6. The composition of the local advisory committee should be expanded to include representatives of business, government, industry, and community groups.

7. To help build community commitment and to offset program costs, local College Reach-Out Program Advisory Committees should discuss with their project coordinators the option of asking participants to pay a small annual participation fee.

8. Local projects should increase their efforts to improve summative and formative program evaluation activities.

9. Individual projects and consortia should foster visibility of the State's College Reach-Out Program by ensuring that the program identifier—College Reach-Out or CROP—is used consistently on all verbal and printed information related to this program.

10. All Reach-Out projects—particularly those serving high school students—should verify that their students periodically receive updated information that will enhance their opportunities to qualify for merit-based financial aid.

11. College Reach-Out projects should work closely with the State Board of Community Colleges to support Project S.T.A.R.S. through identification of candidates and securing matching funds.

I: INTRODUCTION

The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education. The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity. (See Appendix A for the College Reach-Out Program statute.)

Although the program was established and funded by the Legislature in 1983, little information had been maintained on participants or funded projects. In 1991, the Postsecondary Education Planning Commission was asked by the College Reach-Out state-level Advisory Committee to conduct a comprehensive, statewide evaluation of the program. The resulting report, ***A Statewide Evaluation of Florida's College Reach-Out Program***, was submitted to the Advisory Committee and sent to the State Board of Education, the Legislature, colleges, universities, school districts, and other members of the education community in December 1992. The Commission was directed in proviso language in Specific Appropriation 276 of the 1993 General Appropriations Act to continue evaluating the program through an annual report on projects funded during academic year 1991-92. This report is in response to that request. Specifically, the primary purpose of this report is to present data on the 1991-92 cohort and evaluate the program's effectiveness in meeting legislative intent. A secondary purpose is to provide feedback to the projects through data reports in the appendices. The Commission acknowledges the assistance and support of several entities in the preparation of this report: the individual projects and their institutions, the Office of Postsecondary Education Coordination as program administrators, the Florida Education and Training Placement Information Program, the Division of Public Schools, the State Board of Community Colleges, and the Board of Regents.

Report Methodology and Format

Analytical and evaluative results contained in this document are derived primarily from data collections. Improved reporting procedures initiated during the 1990-91 project year concurrently with new comparison strategies produced a collection of information that allows greater scope and depth of analysis. Individual project student rosters are critical to follow-up and tracking activities conducted for this report since participants' social security numbers and Florida identification numbers are matched against several other data bases. While the quality—including the accuracy and completeness—of reported student social security numbers and Florida identification numbers has increased steadily since 1990, there were still numerous cases of invalid or missing numbers. The absence of these identifiers meant that those students could not be tracked, thus reducing the overall match rate on all variables, including data matches with data bases in the Division of Public Schools, the State University System, and the Community College System, and others through the Florida Education and Training Placement Information Program (FETPIP). Finally, campus site visits during the consortia's summer residency components provided supplemental information gathered through interviews and observation.

In determining the format for this report, the Commission anticipated that the document would serve two major audiences: state-level policy makers who generally prefer aggregate information on selected aspects of the program as well as program trends, and individual institutional project coordinators and their staffs who need more specific information. Consequently, this report is arranged in four sections, each designed to present a different aspect of the College Reach-Out Program. Following the Introduction, which provides background information, the remaining three chapters and their foci are:

Chapter II: Summary of 1991-92 Cohort *- Focuses on participants from academic year 1991-92; presents demographic and funding information; compares this year's Reach-Out participants with a random sample of the general population on selected indicators.*

Chapter III: Aggregate of Annual Cohorts *- Focuses on cumulative data for College Reach-Out projects since 1990-91; describes selected participation and demographic trends; reports on postsecondary enrollment and employment findings for two cohorts of participants.*

Chapter IV: Findings and Recommendations *- Summarizes the findings of this annual report; introduces changes anticipated for the 1992-93 cohort; gives a progress report on selected recommendations from the 1992 Reach-Out report; provides recommendations.*

Several tables with supporting data, statutory references, and a list of institutions and consortia arrangements for 1991-92 are located in appendices.

II: SUMMARY OF 1991-92 COHORT

Six state universities, eighteen public community colleges, and one independent institution shared an appropriation of $1,783,327 from the 1991 Legislature. In addition, five other projects were line-item funded, but little information for these projects was available for this summary. Florida State University is the only such project included in the data summaries. A total of 4,799 participants (unduplicated headcount) were served in 1991-92, with 79 percent of the participants recruited by the community colleges and the remainder by the state universities. Selected demographic characteristics as well as funding and expenditures information are summarized below. (See Appendix B and Tables 1, 2, and 9 in Appendix C.)

Demographics

- *Blacks accounted for 84 percent of participants, Hispanics were six percent, whites were nine percent, one percent was Asian, and less than one percent was Native American (Figure 1).*

- *The ratio of males to females was 1:2.*

- *Black males constituted 30 percent of all participants.*

- *The Indian Youth Project served 45 Native Americans from grades 6-12 and representing seven tribes; as participants in a line-item funded project, these individuals were not reflected in the College Reach-Out roster summary.*

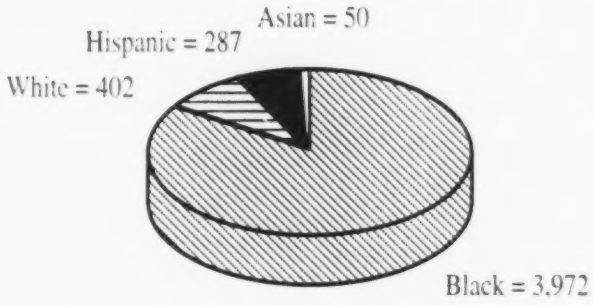
- *By grade level, there were almost equal proportions of 7th, 8th, 9th, 10, and 12th graders (14 to 16 percent). Sixth graders accounted for five percent and 11th graders accounted for 20 percent of participants (Figure 2).*

- *Community college projects served 79 percent of the participants in 1991-92.*

- *Colleges and universities served approximately the same number of Hispanic students and the same number of Asian students.*

FIGURE 1

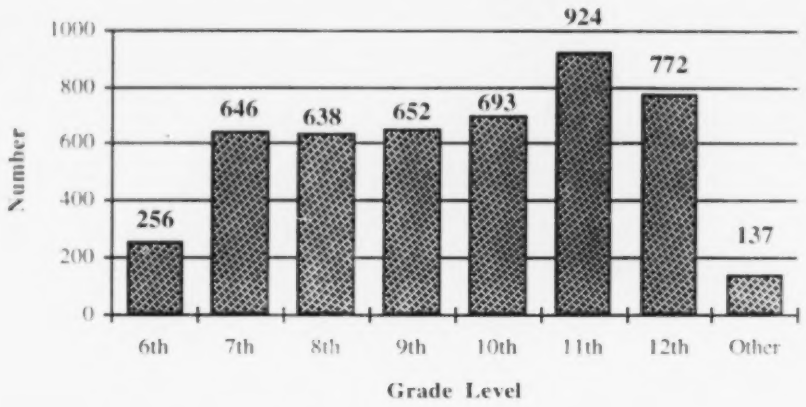
RACIAL/ETHNIC REPRESENTATION OF COLLEGE REACH-OUT PARTICIPANTS, 1991-92 COHORT



Note: Native Americans = 5 (excluding Indian Youth Program participants); Other = 9.
Source: 1991-92 College Reach-Out Annual Reports.

FIGURE 2

GRADE LEVEL REPRESENTATION OF COLLEGE REACH-OUT PARTICIPANTS, 1991-92 COHORT



Source: 1991-92 College Reach-Out Annual Reports.

- *University projects served proportionally more 10th, 11th, and 12th graders than did community college projects; these high school participants composed 72 percent of all the students served in university projects.*

- *Sixth and 7th graders were served predominantly by community colleges.*

Funding and Expenditures

- *Of the $1,783,327 appropriated to Reach-Out in 1991-92, state universities and community colleges received 62 percent. University allocations reflect support for summer residencies, which are high-cost components of Reach-Out projects.*

- *Five line-item funded projects received 36 percent of the appropriation; program evaluation and dissemination accounted for the remaining two percent.*

- *Expenditures totaled $2,633,757 for seven consortia and four individual projects.*

- *Approximately $46,335 in unexpended funds was returned to the State.*

- *51.3 percent of total expenditures for non-line item funded projects came from the State allocation; expenditures from institutional sources accounted for 41 percent of the dollars expended.*

- *7.6 percent of expenditures came from external funds, compared to 4.2 percent in 1990-91.*

- *Although selection criteria for grant awards give preference to projects that secure external funding, only half of the projects reported external funding dollars.*

- *Of total dollars expended, the proportion that came from external support ranged from zero to 39 percent across the projects.*

- *The statewide cost per student in non-line item funded projects declined from $422 in 1990-91 to $366 in 1991-92.*

Comparative Analysis: CROP and Random Sample

To better understand the performance of Reach-Out participants, a random sample of 6th through 12th graders during academic year 1991-92 was

selected from the Division of Public Schools' data base. While the Reach-Out Program is designed to serve primarily racial/ethnic minority students, the random sample mirrors demographic characteristics of the general population of Florida rather than of the pool of College Reach-Out participants. Thus, in the random sample, blacks represent 23 percent of the group compared with 84 percent in the Reach-Out group. Data on selected variables were compiled (see Table 4) and results indicate:

- *The average annual grade point average (GPA) of Reach-Out participants (2.30) was slightly higher than that of the random sample (2.13).*

- *On average, Reach-Out participants were absent fewer days than students in the sample.*

- *91.4 percent of Reach-Out participants received academic promotions compared with 80 percent among random sample students.*

- *A much higher percentage of Reach-Out 12th graders received a standard diploma (95.7 percent) than did 12th graders in the random sample (75.8 percent).*

- *26 percent of Reach-Out students scored in the upper two quartiles of the Grade Ten Achievement Test (GTAT) compared with 43 percent of 10th graders throughout Florida.*

- *On the mathematics subtest, 41 percent of Reach-Out students scored in the upper two quartiles of GTAT compared with 46 percent of 10th graders in general.*

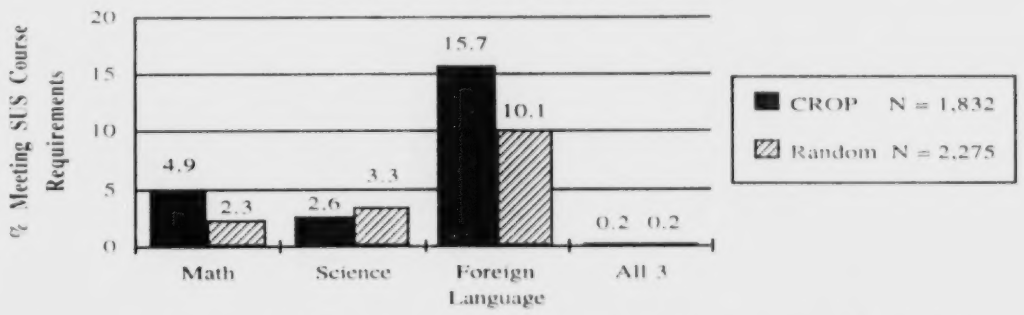
- *Course-taking patterns show that Reach-Out participants are twice as likely to have taken at least three mathematics courses at Levels II or III (those required for entry to the State University System) than students in the random sample (Figure 3).*

- *Reach-Out students are less likely to have taken science courses at Levels II or III (Figure 3).*

- *15.7 percent of Reach-Out participants and 10.1 percent of students in the random sample*

FIGURE 3

COMPARISON OF 1991-92 CROP AND RANDOM 9th-12th GRADERS WHO COMPLETED COURSES IN SELECTED SUBJECTS REQUIRED FOR SUS ADMISSION



Notes: The Division of Public Schools identifies each math and science course as Level I (basic), II (average), or III (higher level) based on course content. The high school course requirements for SUS admission include completion of at least 3 math level II-III courses, 3 science level II-III courses, and 2 courses in the same foreign language.

Source: Division of Public Schools.

had taken at least one course in the second year of a foreign language (Figure 3).

Overall, Reach-Out participants compared favorably with the random sample of students on several variables. Reach-Out participants had a slightly higher annual grade point average, were absent less often, and had very high promotion and diploma rates. Indicators related to mathematics suggest that more Reach-Out participants tended to complete higher-level math courses than students in the random sample. Students statewide, however, tended to perform better on the reading comprehension section of the Grade Ten Achievement Test (GTAT) than did Reach-Out participants.

Because the intent of the Reach-Out Program is to motivate and prepare academically disadvantaged students to enter and complete a postsecondary education, several indicators were identified to provide insight in this area. Among the data displayed in Tables 4, 5, and 6 are variables concerning 12th graders and recent graduates. Highlights of these variables are:

- *Less than one percent of the individuals in the random sample or in Reach-Out had completed all mathematics, science, and foreign language admission requirements for the State University System.*

- *339 Reach-Out graduates were identified with entry-level placement test scores.*

- *Blacks represented 84 percent of these test takers—a proportion equal to their representation in the statewide program.*

- *Blacks who participated in Reach-Out performed better on all readiness subtests than all high school graduates who were black (Figure 4).*

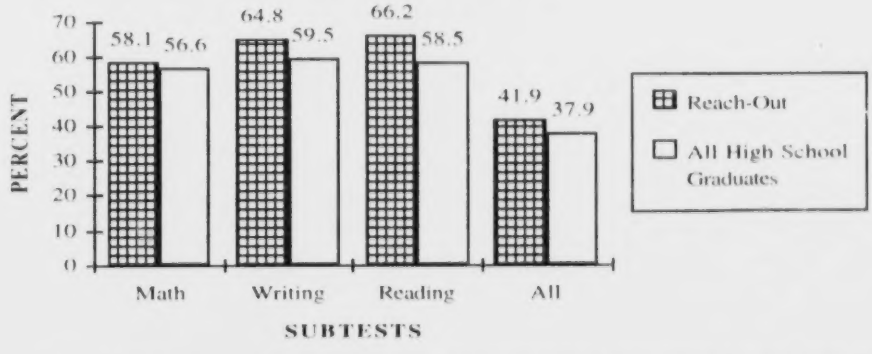
- *As a group, Reach-Out participants did not perform as well as all high school graduates on the three subtests or in readiness for all tests.*

- *The racial/ethnic subgroups of whites and Hispanics performed lower on every subtest than all high school graduates.*

- *Asian and Native American subgroups accounted for only three test takers among the College Reach-Out graduates.*

FIGURE 4

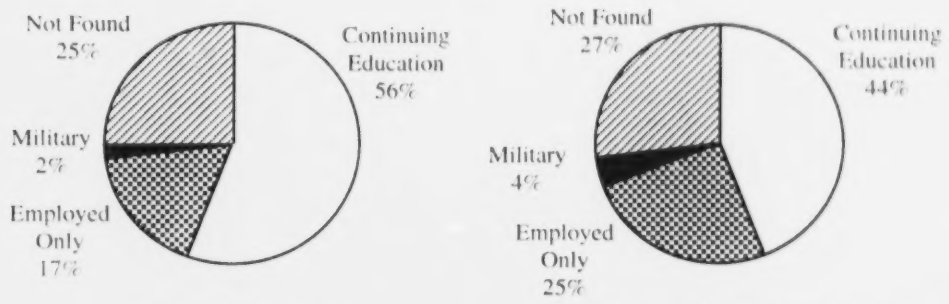
READINESS PERFORMANCE OF BLACK STUDENTS ON ENTRY-LEVEL TESTS 1991-92 COHORT



Source: Office of Postsecondary Education Coordination, the State University System, and the Community College System.

FIGURE 5

PURSUITS OF 1991-92 GRADUATES



Source: Florida Education and Training Placement Information Program, 1993.

- *56 percent of Reach-Out high school graduates were enrolled in postsecondary education compared to 44 percent of 1991-92 recent high school graduates statewide (Figure 5).*

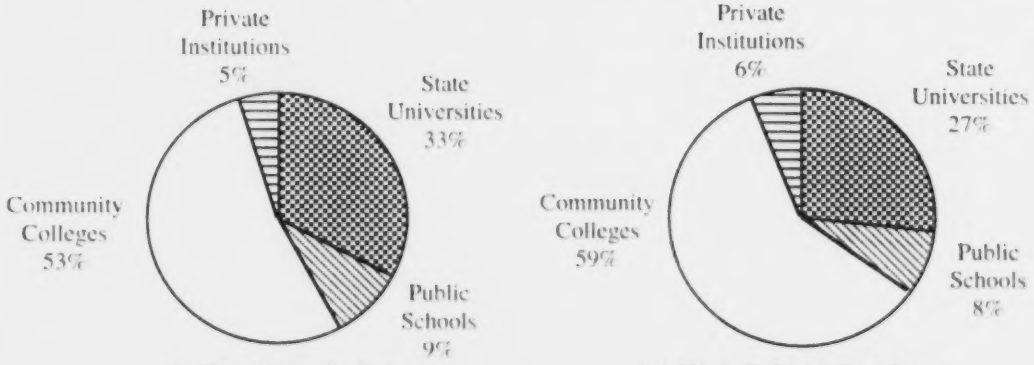
- *A comparable proportion of students in both groups (recent high school graduates and Reach-Out graduates) was employed and continuing education (approximately 25 percent).*

- *A larger proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in the State University System—33% of Reach-Out graduates were found in the SUS compared with 27% of high school graduates (Figure 6).*

- *A somewhat smaller proportion of Reach-Out graduates than high school graduates statewide*

FIGURE 6

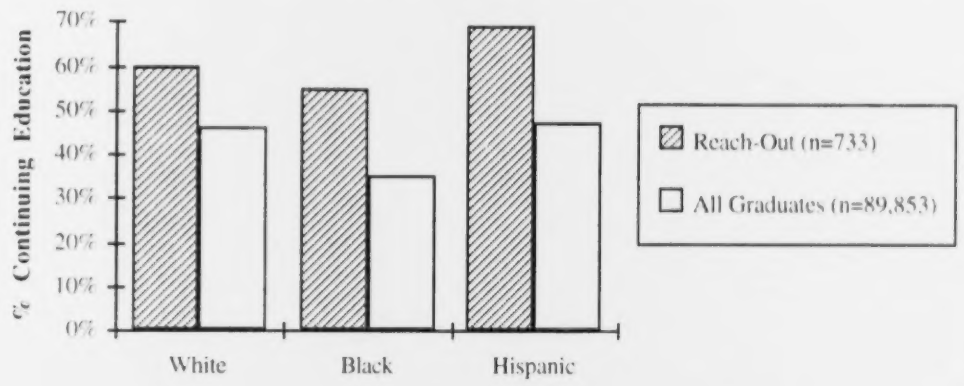
CONTINUING EDUCATION OF 1991-92 GRADUATES



Source: Florida Education and Training Placement Information Program, 1993.

FIGURE 7

CONTINUING EDUCATION RATES BY RACE
1991-92 GRADUATES



Source: Florida Education and Training Placement Information Program, 1993.

who continued their education enrolled in the Community College System—53% of Reach-Out graduates who continued their education were found compared with 59% of the general population of high school graduates.

- *Among white, black, and Hispanic students, those in Reach-Out continued their postsecondary education at a higher rate than did high school graduates overall (Figure 7).*

Summary

Twenty-five postsecondary institutions housed College Reach-Out projects serving 46 counties in the 1991-92 cohort. The majority, 85 percent, of participants were black, with another six percent Hispanic. Among all participants, 30 percent were black males. Not reflected in the data base were 45 native Americans representing seven tribes in the Indian Youth Project. While community colleges and universities hosted Reach-Out activities, 79 percent of the participants were recruited by community colleges. Additionally, university projects tended to recruit more 10th, 11th, and 12th graders than did community college projects, while 6th and 7th graders were served predominantly by community colleges.

The State appropriated $1,783,237 for this cohort, and 36 percent of the appropriation was designated for five line-item funded projects. The projects expended over $2.6 million; expenditures from institutional sources accounted for 41 percent of total dollars expended. Half of the projects reported external funding dollars.

To better understand the performance of Reach-Out participants, members of the cohort were compared on several measures with other groups of students. For example, Reach-Out participants were compared with a random sample of students in 6th through 12 graders during 1991-92. Reach-Out participants were absent fewer days, received academic promotions at a higher rate, and exhibited better college preparatory course-taking patterns than the comparison group. In another comparison, post-high school measures such as performance on entry-level tests and enrollment in postsecondary education were compared for Reach-Out participants and 1991-92 high school graduates statewide. Black Reach-Out participants out-performed black high school

graduates generally on college readiness tests. A significantly larger percentage of Reach-Out graduates pursued postsecondary education than did recent high school graduates statewide. Additionally, a larger proportion of Reach-Out graduates enrolled in the State University System. Finally, the higher enrollment rate in postsecondary education among Reach-Out participants was characteristic of white, black, and Hispanic students.

The following section provides a different kind of comparison. To establish trend data on College Reach-Out cohorts, Chapter III presents aggregate data on the 1990-91 and 1991-92 cohorts. The cohorts are compared on several aspects.

III: AGGREGATE OF ANNUAL COHORTS

A recurring question posed concerning the College Reach-Out Program centers on the number of students served since the program was implemented in 1983. The paucity of information available on programs prior to 1990 makes it difficult to respond to this question. However, improved reporting procedures and inclusion of students' social security numbers on Division of Public Schools records have resulted in a more complete as well as a more valid reference point for data collection and analysis.

Beginning with this annual report, a section will show cohort aggregates through two data displays. Data for annual cohorts from 1990-91 and 1991-92 were merged and an unduplicated headcount was calculated. Table 7 presents selected cohort demographic information for comparison purposes, while Table 8 provides a program summary vis a vis an unduplicated headcount. Points of interest from these tables are:

- *The number of students served increased by 20 percent between 1990-91 and 1991-92.*

- *The proportional distribution of students across racial/ethnic groups varied only slightly in the two cohorts.*

- *Both the number and percent of males served increased. An increase of 544 males served resulted in an increase of 44 percent in 1991-92.*

- *The proportional distribution across grade levels changed from 1990 to 1991. In 1990-91 participants from 12th grade accounted for 23 percent of all participants compared with 16 percent in 1991-92.*

- *Black males accounted for 25 percent of participants in 1990-91 and 30 percent in 1991-92.*

- *The majority of participants in each annual cohort appear to spend one year in the program; in the 1990-91 cohort, institutions reported that 86 percent of the participants listed their initial year in Reach-Out as 1990-91. In the 1991-92 cohort, 70 percent of the participants' initial year was 1991-92.*

- *Since 1990, Reach-Out has served 7,182 individual students in grades 6 through 12.*

- *From the 1990-91 cohort, 58 percent of the participants who were 12th graders and had valid social security numbers were found enrolled in public and selected private postsecondary education institutions in Florida in Fall 1992.*

- *Of the Reach-Out participants who graduated from high school and were in the 1990-91 or 1991-92 cohorts, approximately 60% were found continuing their postsecondary education in 1991-92.*

In summary, these aggregate data show that while the Reach-Out Program increased slightly in the number of participants, the program retained its proportional distribution of racial/ethnic groups with a preponderance of black students. The data also document an increase in the number of black male participants in Reach-Out. While the limited data collected through the two cohorts indicate that most participants spend one year in the program, improved tracking and reporting techniques may begin to show that a larger percentage than now reported is returning to Reach-Out in subsequent years.

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IV: FINDINGS AND RECOMMENDATIONS

Created by the Legislature in 1983, the College Reach-Out Program is a statewide initiative designed to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in middle and high school who desire, and who may benefit from, a postsecondary education. In 1991, the Postsecondary Education Planning Commission was asked to conduct a statewide evaluation of the program. The report issued in December 1992 provided analyses of data for the 1990-91 cohort of participants. The present report responds to Specific Appropriation 276 of the 1993 General Appropriations Act directing the Commission to evaluate the effectiveness of the College Reach-Out Program. This study was based on the 1991-92 cohort of College Reach-Out students. The program was evaluated through several means, including review of interim and final project and consortia reports, analyses of numerous data bases, and site visits to selected summer residency programs. A summary of findings is given below, including a status report on recommendations made in the December 1992 evaluation report, and recommendations based on findings in this report from the 1991-92 cohort.

Summary of Findings

Legislative intent is being met. Information collected indicates that the 25 funded projects examined in this evaluation (excluding the line-item funded projects) are fulfilling legislative intent for this program by addressing the educational motivation and preparation of students. Each project provides supplemental instruction and counseling for students and parents on the benefits of postsecondary education as directed in statute.

Participants represent various racial/ethnic groups and grade levels. Nearly 95 percent of the 4,779 participants were racial/ethnic minorities representing blacks, Hispanics, Native Americans, and Asians. Of particular interest, the program is responding to the need for greater involvement of black males in postsecondary education. The percentage of participants who were black males increased from 25 percent to 30 percent between the cohorts for 1990-91 and 1991-92. Participants were proportionally distributed among grades 7, 8, 9, 10 and 12; a somewhat higher concentration of participants was found in grade 11 and a distinctively smaller concentration in grade 6.

External support has improved. Approximately half of the projects' expenditures were supported by funds other than the State's College Reach-Out appropriation. The amount of expenditures from external sources between 1990-91 and 1991-92 nearly doubled. Institutions have obtained funds from national grants to support Reach-Out activities: Florida International University is using a Department of Energy grant for a Pre-Freshman Enrichment Program in mathematics and physics; a National Science Foundation grant garnered by the University of West Florida Mathematics Department funds 14 Reach-Out tutors. A Florida Department of Education grant provided meals for Reach-Out students at Valencia Community College.

Reach-Out projects raised approximately eight percent of their expenditures from external sources; however, an unreported amount was procured through in-kind gifts and services. Several institutions reported receiving food donations from local businesses. Other examples of support included: free or reduced admissions to cultural events, transportation courtesy of local school districts and private companies, public library space for tutorial sessions, access to a cable television station's facilities and technical

expertise to help participants produce and air a program, and donation of black history books for a Brain Bowl competition. Most projects also had community volunteers as mentors, tutors, or speakers. External collaboration produced a variety of activities: a summer drug prevention program, a summer science enrichment program, a television production, a newsletter, career "shadowing" and career development workshops, an SAT workshop, tours and field trips, job training, visits to "model homes," and a computer literacy workshop. Reach-out projects are making the program a community effort, and networks developed by Reach-Out professional staff provide a rich resource base.

Projects increased cooperation with external groups. Nearly every Reach-Out project relied on referrals from local school personnel to identify prospective students. Several projects also received referrals from churches, individuals, or civic groups such as Mad Dads, a group of black men who refer young black males to the Central Florida Community College project. Two projects received referrals from other programs serving a similar target population. Florida A & M University identified participants from a program operating in a local housing development, and St. Petersburg Junior College enrolled students from the national Youth Sports program for low-income youth.

Reach-Out participants compared favorably with non-participants in the public schools. A comparison of Reach-Out participants with a random sample of students in the general population of the Division of Public Schools shows that, on average, Reach-Out participants were absent fewer days and were academically promoted at a higher rate than the comparison group. Reach-Out participants also demonstrated better college preparatory course-taking patterns than did students in the random sample. A somewhat smaller percentage of Reach-Out participants scored in the upper two quartiles of the Grade Ten Achievement Test (GTAT) than did students generally.

Tracking and reporting have improved. Projects have adapted to new reporting requirements and have improved the quality of their records at the local level. As a result, state-level data are more complete and accurate. The increasing numbers of students being served as well as program expansion underscore the importance of collecting and analyzing program and participant characteristics on a continuing basis.

Parental involvement remains a challenge. Most projects again this year reported problems achieving a significant level of parental involvement. Frustration with low involvement was widespread, with most colleges citing parents' conflict with work and other commitments. Several projects, however, noted in their final reports that parental involvement and support were major factors contributing to student retention. Many institutions listed achievements related to parental involvement:

Throughout the academic year and during the summer, parents met bi-weekly to evaluate the program and monitor students' progress. A consistent information channel was established via a weekly newsletter to each CROP household and follow-up telephone calls were made to reinforce important points of interest. Parents performed vital roles in planning and implementing activities. Several parents served as volunteer tutors and class monitors. An initial survey of CROP parents indicated a lack of interest in postsecondary education among some family members. An institutional scholarship set-aside was implemented to encourage parents and siblings to enroll in college credit courses in order to present in-home role models for students in CROP. As a result, students whose families are participating in the scholarship program are able to relate to college students as role models in the home. This concept appears to be more effective than the traditional approach which solely involves celebrities and community leaders with whom students have little or no contact. (Hillsborough Community College)

The program developed the trust of parents; the majority of the parents had at least one visit on campus during the summer session or orientation. (Pasco-Hernando Community College)

Many parents have verbally expressed that their daughter/son relations have improved and their negative attitudes changed also. (Lake-Sumter Community College)

A factor which influenced success with parents was higher staff expectations for students to bring their parents. Parents of students in grades 9-12 react more positively to benefits of attending. (Florida Community College - Jacksonville)

100% of parents received counseling on the benefits of a college education and counseling pertinent to their child's career choice. Through CROP efforts, two parents have considered attending college. (Chipola Junior College)

While the amount and kind of parental involvement varied among the projects, each institution reported contacting parents, and many institutions were able to get the parents to visit the campus for orientation or counseling sessions with their children. The active involvement of parents is valued by project staff, and it appears that most projects devote much time and other resources to bring parents into the Reach-Out activities. Clearly, there is no simple answer to the dilemma of competing obligations such as work, but projects that sponsor different types of opportunities for parents and that attempt to meet with the parent on his/her grounds—at home, over lunch in the work place, or in the evening at church—increase their probability of success.

Projects have strengthened math and science components. In its 1992 College Reach-Out evaluation, the Commission recommended that projects actively seek opportunities to involve participants in mathematics, science, and other technical fields. While all institutions included math as part of their supplemental instruction, ten projects highlighted math, science, or computer instruction in a special way, often utilizing the summer residency for a very focused experience—for example:

- Several institutions provided special workshops or summer programs in math or computer science.

- Florida Atlantic University hosted a Computer Literacy Camp.

- St. Petersburg Junior College exposed students to marine biology in its Coastal Biology Program.

- University of South Florida participants engaged in special projects on pollution and recycling.

- Tampa Bay Consortium's summer component was built around a health and cancer theme.

- Florida International University's summer residential component, "Switch-On Math and Science," was designed to "turn students on" to those subjects.

Projects have developed innovative strategies to offset budget limitations. It is difficult to provide the needed individualized tutorial assistance without incurring prohibitive salary expenses. Projects have developed innovative strategies to maintain tutorial services within budget. At the University of West Florida, the Math Department provides tutors for the middle school CROP participants through a National Science Foundation Grant. Another cost efficient strategy would be to offer directed independent study credit to upper division college students who tutor College Reach-Out participants.

Progress was demonstrated on prior evaluation recommendations. In its 1992 comprehensive evaluation of the College Reach-Out Program, the Commission presented recommendations in

the areas of state oversight, funding, identification of qualified participants, coordination and collaboration, tracking/follow-up/reporting, and the summer residency component. Several of the recommendations have been acted upon:

§ State oversight - The Office of Postsecondary Education Coordination will again conduct a workshop for project coordinators. Also, evaluation of the Reach-Out Program is being continued through this report on the 1991-92 cohort.

§ Funding - The Commission supported continued funding for Reach-Out; the 1993 General Appropriations Act funded the program at $2 million.

§ Advisory Committee oversight - The Advisory Committee revised the proposal review process so that priority was given to projects which included unencumbered cash matching support as opposed to in-kind contributions.

§ Identification of qualified participants - Program guidelines were revised to require that at least two-thirds of the participants in each project be racial/ethnic minorities who are low-income or potential first-generation-in-college students. Additionally, projects are reporting parents' or guardians' education level as an indicator of socio-economic level.

§ Tracking/follow-up/reporting - The annual and interim reporting formats have been simplified to improve quality of project reports. Computer record matching conducted as part of the Commission's statewide evaluation process has resulted in the elimination of some locally collected data. Also, the projects are now working with revised proposal formats which focus on measurable outcomes achieved for project goals and objectives.

Overall, individual projects, consortia, and state-level administrators have made a good-faith effort to implement program improvements in several areas. In recent years, the College Reach-Out Program has matured from several isolated, very loosely connected projects to a network of coordinated and communicative projects well focused on the State's goals for this program. During these transition years, much progress has been made to understand both how the program is interpreted at the local level and the impact the program has had on participants. The following recommendations are intended for program improvement.

Recommendations:

Funding

1. To help achieve the intent of the College Reach-Out Program, the Legislature should promote local innovative activities by providing additional program funding on an incentive basis. Incentive dollars should not supplant existing program funding specified in the General Appropriations Act; awards should be made on a competitive basis under guidelines established by the statewide Advisory Committee. The College Reach-Out statute states that in selecting proposals for approval, preference should be given to a program that includes innovative approaches. While individual projects have initiated creative approaches, staff are limited, in several cases, to basic services required in the Reach-Out legislation. Some projects have indicated that increased state funding would allow them to serve more students. Others report that physical facilities, staffing, and institutional matching requirements limit expansion of the program. Expectations that projects can easily add participants, extend service areas, or augment activities may jeopardize program quality.

Perhaps the most viable strategy is to reduce costs while concurrently increasing resources by forging links with existing programs and resources. The Northwest Florida consortium has done this effectively by involving the Navy, retired volunteers, the McKnight Achievers, Chambers of

Commerce, and 100 Black Men of Pensacola. Performance-based incentive funding beyond the initial funding level for a project or consortium will stimulate all projects and consortia to increase their efforts to resolve local problems through creative means. This kind of reward funding might be based on criteria such as increased graduation rates, high ratio of matching dollars from external sources, or high graduation-to-postsecondary enrollment ratio. Another alternative and innovative strategy would be the "full school" approach, where a consortium of a community college and a university identify a middle school and/or a high school with a very high percentage of academically and/or economically disadvantaged students. The consortium would then serve all students in the school with College Reach-Out services. This approach would address the need for broader, systemic change which has the potential of affecting larger numbers of students through academic support as well as personal and career counseling.

Participant Identification

2. To ensure that Legislative intent for this program is more effectively measured, report requirements should include indicators for identifying participants who qualify because of their economically or academically disadvantaged situation. Selection of qualified participants needs to be better documented. While there has been substantial improvement in the data reporting process, the program evaluation conducted again this year was unable to document the extent to which participants qualified under academic and economic disadvantages. To address this deficit of information, interim reporting requirements should include a section where projects would respond to specific economic and academic indicators for each participant just as they currently indicate other data such as race/ethnicity, gender, and grade level. The Commission developed a list of guidelines for determining participant eligibility (see Appendix D) and discussed this list with project staff and the statewide Advisory Committee. Project staff reported that the proposed guidelines were reasonable and retrievable; the Advisory Committee also supported the guidelines and a reporting policy to better identify academically and economically disadvantaged youth for participation in the Reach-Out Program. Inclusion of such indicators would also document the program's guideline implemented in Fall 1993 that "approximately 2/3 of the students should be members of racial or ethnic minorities, who are low-income or first generation in college (baccalaureate degree)."

3. During the proposal selection process, the Advisory Committee should give preference to projects that serve middle school and early high school students. Experience and research have shown that early intervention is critical in effecting change. Since prospective participants in the Reach-Out Program are disadvantaged and may need considerable support over time to be able to qualify for and to compete in postsecondary education, it is imperative that the limited state dollars be allocated to the areas where they have the potential of fostering the needed changes in our students. Participants who enter a College Reach-Out project as 11th and 12th graders often simply do not have sufficient time to make up for missing academic courses they need or remediate basic skills to the level required for college-level work. While 11th and 12th grade students should not be eliminated from participation in Reach-Out since some would benefit from the program's activities, the funding emphasis should be directed toward projects that serve 6th through 10th graders.

Summer Residency

4. Each consortium should establish criteria for selecting students to participate in the summer component. The summer residency is an expensive but very important part of the College Reach-Out Program. Statute requires university proposals to provide students with an opportu-

nity to live on campus. However, not every student should expect to attend a summer residency nor should this campus experience be used for initial recruitment of participants. Students should earn the opportunity to stay on campus. In order to reach equitable decisions, consortium members should develop participation criteria jointly. Criteria might include indicators such as improved grade point average and high attendance at Reach-Out activities.

5. All projects should strive to include a residential experience in their College Reach-Out activities. While all consortia sponsor a summer residency experience, individually funded projects are usually single community colleges that cannot provide the residency component. In the previous evaluation of the Reach-Out program, the Commission recommended that such projects explore with other consortia the possibility of "reserving" spaces in their summer components. This evaluation reiterates that recommendation because the residency component is a significant experience that not only strengthens students' motivation to pursue postsecondary education but also allows the projects to achieve other program goals for academic and career orientations. Additionally, some institutions find that local students would rather attend a residency away from home or that hosting "local" students poses certain security risks. To resolve these problems, residential sites might establish a student exchange across summer residential components by reserving slots for a specific number of students. This would address security concerns and allow students to experience life on another campus.

Local Advisory Committees

6. The composition of the local advisory committee should be expanded to include representatives of business, government, industry, and community groups. When carefully constructed and utilized, local advisory committees can magnify the overall effectiveness of a Reach-Out project. Inclusion of community resource people would assist the project in multiple ways; prudent use of an advisory committee should result in an enhanced experience for students as well as valuable assistance for program staff. Statute requires that each participating institution establish an advisory committee composed of high school and junior high school personnel to provide advice and assistance in implementing its program. The state-level Advisory Committee may need to review with the individual projects the composition and role of the local advisory committee. During summer site visits and in conversation with project staff, it was found that local advisory committees were often not functioning as intended in the State's design of this program. Some committees were either still being formed, "in transition," rarely met, or did not have full representation from public school personnel, parents, and the business community.

7. To help build community commitment and to offset program costs, local College Reach-Out Program Advisory Committees should discuss with their project coordinators the option of asking participants to pay a small annual participation fee. A few projects currently ask students to share a minimal portion of the program cost; at Florida International University, for example, participants pay a $15 registration fee. During a site visit this summer, one mother commented that she had friends who would pay to enroll their children in the program. Care must be taken, however, to retain program access for those economically disadvantaged individuals who cannot afford even a minimal fee. Students should be encouraged to obtain business, community, or institutional sponsors for this small fee, much as the McKnight Achievers participants do.

Evaluation

8. Local projects should increase their efforts to improve summative and formative program evaluation activities. Evaluation at the local

level has improved in some of the projects, but there continues to be a paucity of valid efforts to measure the effects of some projects' interventions. Again in 1991-92 final reports, there is a consistent lack of specific outcomes information reported. For example, if a project is serving 100 students and 15 attend an orientation meeting on financial aid, this should be included in the "outcomes" report. Evaluation results then need to be reinvested in program design to promote program improvement.

Program Identification

9. Individual projects and consortia should foster visibility of the State's College Reach-Out Program by ensuring that the program identifier—College Reach-Out or CROP—is used consistently on all verbal and printed information related to this program. College Reach-Out or CROP is becoming a well-recognized term in secondary and postsecondary institutions. Nonetheless, project coordinators continue to report that some school personnel are unaware of the program's goals and the services it provides. When proposal letters are sent from the Department of Education, each district superintendent and public school principal should be sent a College Reach-Out Program Newsletter accompanied by a letter from the Commissioner encouraging support of the Reach-Out Program. Additionally, a special effort is needed to increase local community, business, industry, and government awareness of the program. This is particularly important since all institutions have other programs that target populations similar to those identified for the Reach-Out Program. Use of the College Reach-Out identifier should not, however, preclude the joint use of a local program identifier.

Postsecondary Education Financial Assistance

10. All Reach-Out projects—particularly those serving high school students—should verify that their students periodically receive updated information that will enhance their opportunities to qualify for merit-based financial aid. Data from the Office of Student Financial Assistance (OSFA) indicate that racial/ethnic minorities, especially blacks, are proportionally underrepresented in the receipt of Florida Undergraduate Scholars' Fund (FUSF), the State's primary form of merit-based financial assistance. OSFA reports that in 1991 blacks accounted for 2.3 percent of the recipients. In contrast, blacks represented 20 percent of the high school graduates that year, 10 percent of community college total enrollment, and 11 percent of public university enrollment. Every effort must be made at the project, consortium, and state level to ensure that College Reach-Out participants and their parents are knowledgeable about the types of merit-based aid available and each program's qualifying criteria. Early intervention and monitoring are particularly critical for the Undergraduate Scholars program because of course requirements. For individuals who participate in Reach-Out prior to tenth or eleventh grade but then leave the program, a mechanism must be developed to ensure that they continue to receive the assistance and guidance they need to qualify for merit-based aid programs.

11. College Reach-Out projects should work closely with the State Board of Community Colleges to support Project S.T.A.R.S. through identification of candidates and securing matching funds. The State Board of Community Colleges has included an issue in the 1994-95 legislative budget request of $1,000,000 for Project S.T.A.R.S. (Scholarship Tuition for At-Risk Students), an initiative to provide prepaid scholarships to racial/ethnic minorities and other students at risk who would be unlikely to participate in postsecondary education without special assistance. S.T.A.R.S., which is administered by the Florida Prepaid College Foundation Inc., provides an economic incentive for disad-

vantaged Florida youth to improve school attendance and academic performance in order to graduate from high school and pursue a postsecondary education. Local community college and related educational foundations generate private sector contributions which match state funds to purchase prepaid two-year community college and two-plus-two contracts (community college plus university). S.T.A.R.S. will use state funds to generate $1,000,000 in private matching funds to purchase prepaid tuition futures. When matched with $1,000,000 million in private contributions, the $2 million will fund approximately 1,250 prepaid scholarships for two-year contracts or 460 two-plus-two contracts for students now in 6th grade.

Appendix A

COLLEGE REACH-OUT STATUTE

1240.61 College reach-out program.—

(1) It is the intent of the Legislature to increase the number of students successfully completing a postsecondary education, who would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.

(2) There is established a college reach-out program. The primary objective of the program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education.

(3) To participate in the college reach-out program, a community college, university, or independent postsecondary institution that is participating in a special program for students from disadvantaged backgrounds pursuant to 20 U.S.C., ss. 1070d et seq. may submit a proposal to the Department of Education. The State Board of Education shall consider the proposals and determine which proposals to implement as programs which will strengthen the educational motivation and preparation of low-income or educationally disadvantaged students.

(4) Community colleges, universities, and independent postsecondary institutions that participate must provide on-campus academic and advisory activities which are offered during summer vacation and provide opportunities for interacting with college and university students as mentors, tutors, or role models. University proposals must provide students with an opportunity to live on campus.

(5) Community colleges, universities, and independent postsecondary institutions that participate must also provide procedures for continuous contact with students from the point at which they are selected for participation until they enroll in a postsecondary education institution in order to assist students in selecting courses required for graduation from high school and admission to a postsecondary institution and to ensure students continue to participate in program activities.

(6) In selecting proposals for approval, the State Board of Education shall give preference to:

(a) Proposals submitted jointly by two or more eligible postsecondary institutions.

(b) A program that will utilize institutional, federal, or private resources to supplement state appropriations.

(c) An applicant that demonstrates success in conducting similar programs previously funded under this section.

(d) A program that includes innovative approaches, provides a great variety of activities, and includes a large number of disadvantaged and minority students in the college reach-out program.

(e) An applicant that demonstrates commitment to the program by proposing to match the grant funds at least one-to-one in services or cash, or both, and

(f) An applicant that demonstrates an interest in cultural diversity and that addresses the unmet regional needs of varying communities.

(7) A participating college or university is encouraged to use its resources to meet program objectives. A participating college, university, or institution shall establish an advisory committee composed of high school and junior high school personnel to provide advice and assistance in implementing its program.

(8) A proposal must contain the following information:

(a) A statement of purpose which includes a description of the need for, and the results expected from, the proposed program;

(b) An identification of the service area which names the schools to be served, provides community and school demographics, and sets forth the postsecondary enrollment rates of high school graduates within the area;

(c) An identification and description of existing programs for improving the preparation of minority and disadvantaged students for postsecondary education;

(d) A description of the proposed program which describes criteria to be used to identify students and schools for participation in the program;

(e) A description of the program activities which must encompass the following goals:

1. Identifying students who are not motivated to pursue a postsecondary education;

2. Identifying students who are not developing basic learning skills;

3. Counseling students and parents on the benefits of postsecondary education;

4. Providing supplemental instruction; and

(f) A design for program evaluation which incorporates results, procedures, and the accomplishment of objectives. The evaluation design shall include quantitative measures, including, but not limited to, the following:

1. An identification of each student, by middle school or high school, and grade level at the time of participation in the program;

2. The student's academic performance, by course, each year during and following participation in the program;

3. The student's attendance rate and disciplinary record for each year during and following participation in the program;

4. If applicable, an identification of the postsecondary institution in which the student enrolled; and

5. The student's academic performance following enrollment in a postsecondary institution.

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(9) An advisory committee shall review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. Proposals shall be funded competitively. The advisory committee shall consist of nine members and shall be established as follows:

(a) The two equal opportunity coordinators for the Community College System and the State University System;

(b) Two representatives of private or community-based associations which have similar programs, appointed by the President of the Senate and the Speaker of the House of Representatives, respectively;

(c) One representative of the State University System, appointed by the Chairman of the Board of Regents;

(d) One representative of the Community College System, appointed by the Chairman of the State Board of Community Colleges;

(e) One representative of the Independent Colleges and Universities of Florida, appointed by the President of the Independent Colleges and Universities of Florida;

(f) One representative of a public school district, appointed by the Commissioner of Education; and

(g) One representative of the Postsecondary Education Planning Commission, appointed by the chairman of the commission.

(10) On or before October 15 of each year, universities and community colleges participating in the program shall submit to their respective boards an interim report on the effectiveness of their program and ²shall submit a final report by January 15 of each year. Independent postsecondary institutions shall submit such report to the Commissioner of Education. The final report must include, without limitation:

(a) A certificate-of-expenditures form showing expenditures by category; encumbered expenses; state grant funds; and institutional matching, in cash or in services, or both;

(b) The number of students participating in the program by grade, age, sex, and race;

(c) A description of the needs for the program;

(d) A statement of how the program addresses:

1. Identification of students who do not realize the value of postsecondary education;

2. Identification of students who are not developing basic learning skills;

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Appendix B

LIST OF FUNDED INSTITUTIONS AND CONSORTIA

1991-92

1991-92 OF FUNDED INSTITUTIONS AND CONSORTIA

CENTRAL FLORIDA CONSORTIUM

L-SCC	Lake Sumter Community College
UCF	University of Central Florida
VCC	Valencia Community College

NORTHEAST CONSORTIUM

LCCC	Lake City Community College
SJRCC	St. Johns River Community College
UNF	University of North Florida

PANHANDLE CONSORTIUM

CJC	Chipola Junior College
FAMU	Florida Agricultural & Mechanical University
GCCC	Gulf Coast Community College
TCC	Tallahassee Community College

PROJECT SUCCESS CONSORTIUM

PCC	Polk Community College
Rollins	Rollins College

R.I.S.E. CONSORTIUM

BCC	Broward Community College
FAU	Florida Atlantic University
IRCC	Indian River Community College
PBCC	Palm Beach Community College

SOUTH FLORIDA CONSORTIUM

FIU	Florida International University
M-DCC	Miami Dade Community College

TAMPA BAY CONSORTIUM

ECC	Edison Community College
HCC	Hillsborough Community College
SPJC	St. Petersburg Junior College
USF	University of South Florida

INDIVIDUAL PROJECTS

CFCC	Central Florida Community College
FCCJ	Florida Community College at Jacksonville
P-HCC	Pasco-Hernando Community College

LINE-ITEM FUNDED PROJECTS

FIYP	Florida Indian Youth Program
FSU	Florida State University
FAMU	Retention of Minorities
FAMU	Black Male Exploration
FAMU	Career Exploration

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Appendix C

TABLES

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 1
DISTRIBUTION OF EXPENDITURES
1991-92

	STATE GRANT		INSTITUTIONAL		EXTERNAL		
	$ EXPENDED	% OF TOTAL EXPENDED	$ EXPENDED	% OF TOTAL EXPENDED	$ EXPENDED	% OF TOTAL EXPENDED	TOTAL EXPENDITURES
TOTALS	**1,350,021**	**51.3**	**1,083,981**	**41.1**	**199,755**	**7.6**	**2,633,757**
CONSORTIUM	**165,168**	**43.8**	**112,391**	**29.8**	**99,766**	**26.4**	**377,325**
FAMU	52,548	54.8	19,920	20.8	23,419	24.4	95,887
TCC	67,662	37.0	48,583	26.4	68,900	37.6	183,135
GCCC	29,179	42.9	31,383	46.1	7,447	11.0	67,989
CJC	15,799	52.1	14,525	47.9	0	0.0	30,314
CONSORTIUM	**166,769**	**40.5**	**185,463**	**45.4**	**57,842**	**14.1**	**408,884**
FAU	31,182	33.8	45,128	49.0	15,850	17.2	92,160
IRCC	52,259	45.4	40,991	35.6	21,792	19.0	115,042
PBCC	51,211	47.1	57,629	52.9	0	0.0	108,840
BCC	31,137	33.5	41,715	44.9	20,000	21.6	92,852
CONSORTIUM	**147,007**	**49.1**	**152,555**	**50.9**	**0**	**0.0**	**299,562**
FIU	67,800	48.0	73,348	52.0	0	0.0	141,148
MDCC	79,092	50.0	79,209	50.0	0	0.0	158,301
CONSORTIUM	**203,518**	**47.2**	**221,396**	**51.3**	**6,575**	**1.5**	**431,489**
SPJC	62,928	44.8	77,417	55.2	0	0.0	140,345
ECC	44,299	48.5	46,977	51.5	0	0.0	91,276
USF	60,697	50.0	54,622	45.0	6,075	5.0	121,394
HCC	35,592	45.4	42,382	54.0	500	0.6	78,474
CONSORTIUM	**157,884**	**48.3**	**163,075**	**50.0**	**5,668**	**1.7**	**326,427**
UCF	77,197	49.5	77,197	49.5	1,625	1.0	156,019
VCC	53,489	46.0	58,754	50.5	4,043	3.5	116,286
LSCC	26,998	49.9	27,124	50.1	0	0.0	54,122
CONSORTIUM	**60,974**	**46.4**	**70,185**	**53.6**	**0**	**0.0**	**131,059**
UNF	27,664	44.1	35,094	55.9	0	0.0	62,748
LCCC	20,088	52.4	18,232	47.6	0	0.0	38,320
SJRCC	13,132	43.8	16,859	56.2	0	0.0	29,991
CONSORTIUM	**9,267**	**49.3**	**1,986**	**11.8**	**6,514**	**38.9**	**16,767**
PCC	4,133	49.3	993	11.8	3,257	38.9	8,383
ROLLINS	4,134	49.3	993	11.8	3,257	38.9	8,384
INDIVIDUAL PROJECTS							
CFCC	68,372	41.5	87,280	53.1	8,840	5.4	164,492
FCCJ	63,317	42.4	71,113	47.7	14,760	9.9	149,190

Source: Florida State University System and Division of Community Colleges 1991-92 College Reach-Out Program Summary Evaluation Reports.

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TABLE 2
COLLEGE REACH-OUT PROGRAM
SELECTED FACTORS FROM STUDENT ROSTER SUMMARY
(UNDUPLICATED HEADCOUNT)
1991-92 REPORTS

	ALL INSTITUTIONS		STATE UNIVERSITY SYSTEM		COMMUNITY COLLEGES	
	TOTAL CROP PARTICIPANTS		CROP PARTICIPANTS	% of all CROP students	CROP PARTICIPANTS	% of all CROP students
STUDENTS	4,779		1,023	21	3,756	79
ETHNICITY	Students reporting ethnicity	% of all students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
TOTAL	4,725	100	1,022	100	3,703	100
• BLACK	3,972	84	803	79	3,169	86
• HISPANIC	287	6	147	14	140	4
• WHITE	402	9	37	4	365	10
• NATIVE AMERICAN	5	0	0	0	0	0
• ASIAN	50	1	27	3	23	1
• OTHER	9	0	3	6	6	0
GENDER	Students reporting gender	% of all students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender
TOTAL	4,773	100	1,020	100	3,763	100
• FEMALE	2,999	63	669	66	2,330	62
• MALE	1,774	37	351	34	1,423	38
GRADE LEVEL	Students reporting grade level	% of all students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level
TOTAL	4,718	100	1,022	100	3,696	100
• 6TH	256	5	19	2	237	6
• 7TH	646	14	50	5	596	16
• 8TH	638	14	113	11	525	14
• 9TH	652	14	99	10	553	15
• 10TH	693	15	181	18	512	14
• 11TH	924	20	392	38	532	14
• 12TH	772	16	168	16	168	16
• OTHER GRADE LEVEL	137	3	0	0	137	4

Notes: 1. Data were compiled from project summary rosters. Duplicated and unknown data for all factors were omitted from these analyses.
2. Table includes data only from the line-item funded project at Florida State University.
3. Percentages may not add to 100% due to rounding.

Source: 1991-92 College Reach-Out Program annual reports.

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TABLE 3
SUMMARY INFORMATION BY INSTITUTION
1991-92 COHORT

Institution	Participants Served: N = 4,779 Total Number	N = 4,725 Total Reporting Race	Black Percent	Hispanic Percent	White Percent	Native Am. Percent	Asian Percent	Other Percent	Graduated[1] Percent	Expelled/ Suspended Percent	Promoted[2] Percent
FAMU	124	124									
FAU	129	129	92	8	0	0	0	0	100	1	98
FIU	230	230	60	34	2	1	2	0	100	0	100
FSU	125	125	80	7	10	0	2	1	N/R	N/R	N/R
UCF	307	307	74	15	4	1	6	0	79	0	100
USF	108	107	98	2	0	0	0	0	100	17	97
UWF	643	643	97	1	0	0	2	0	48	0	99
CFCC	89	89	100	0	0	0	0	0	95	0	100
CJC	90	90	74	0	26	0	0	0	N/A	3	99
ECC	123	82	82	1	15	0	2	0	N/A	N/R	N/R
FCCJ	574	572	74	2	24	0	1	0	89	15	92
GCCC	169	169	59	2	38	0	1	0	N/A	1	94
HCC	69	69	93	7	0	0	0	0	N/A	0	99
IRCC	222	222	100	0	0	0	0	0	33	1	97
LCCC	65	59	49	0	49	0	0	2	N/A	11	100
LSCC	190	190	85	2	13	0	0	0	86	9	100
MDCC	271	271	62	35	3	0	1	0	99	0	100
PBCC	136	136	87	10	4	0	0	0	93	1	93
PHCC	60	60	100	0	0	0	0	0	N/A	12	98
PCC	15	15	87	0	13	0	0	0	N/A	0	100
SIRCC	64	61	87	3	10	0	0	0	N/A	36	89
SPJC	187	187	91	1	6	0	1	1	96	0	100
TCC	567	566	92	0	7	0	0	0	96	0	92
VCC	207	207	98	0	1	0	0	0	100	0	100
Rollins	15	15	93	0	7	0	0	0	N/A	0	100
UHP	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

Notes: [1]Based on total number of 12th graders in the project. N/A = project served no 12th graders. [2]Based on the number of students reporting promotion status. N/R = data not reported.

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TABLE 4

COMPARATIVE ANALYSIS WITH RANDOM SAMPLE [1]
1991-92 CROP COHORT

	CROP n=2,591	RANDOM SAMPLE n=4,219
• Average annual GPA	2.30	2.13
• Average number of days absent	9	12
• Percentage suspended (in- and out-of-school) during the 1991-92 academic year	19.0%	19.5%
• Percentage academically promoted	91.4%	80.0%

	CROP n=483	RANDOM SAMPLE n=426
• Percentage of 12th graders receiving standard diploma	92.3%	75.8%

• Percentage of 10th graders in upper in two quartiles on GTAT:[2]	CROP n=232	ALL 10TH GRADERS n= 101,000
Reading comprehension	26.0%	43.0%
Mathematics	41.0%	46.0%

• Percentage of 9-12th graders who took: [3]	CROP n=1,832	RANDOM SAMPLE n=2,275
Math (at least 3 courses at Level II or III)	4.9%	2.3%
Science (at least 3 courses at Level II or III)	2.6%	3.3%
Foreign Language (at least 1 course in second year of a foreign language)	15.7%	10.1%
All three areas	0.2%	0.2%

[1]The Random Sample represents 4,219 students in grades 6 through 12 during academic year 1991-92.
[2]GTAT - Grade Ten Achievement Test. These data are statewide results of testtakers in April 1992.
[3]For admission to the State University System, applicants must have completed at least 3 math Level II courses, 3 science Level II courses, and 2 courses in the same foreign language.

POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 5

RESULTS OF ANALYSIS OF ENTRY-LEVEL TESTS
1991-92 COHORT

	CROP GRADUATES							HIGH SCHOOL GRADUATES						
	Total	White	Black	Hispanic	Asian	Native American	Other	Total	White	Black	Hispanic	Asian	Native American	Other
Number of FTIC Takers	339	7	285	45	2	0	1	34,471	21,959	5,751	5,445	1,131	134	55
Readiness (percent)														
Math	56.9	57.1	58.1	46.7	100.0	--	100.0	71.8	77.8	56.6	60.5	86.4	57.7	81.8
Writing	61.2	71.4	64.8	37.8	100.0	--	0.0	78.7	85.8	59.5	69.9	81.3	72.3	89.1
Reading	63.7	85.7	66.2	46.7	50.0	--	0.0	79.6	88.3	58.5	67.3	79.0	75.4	87.3
All	38.1	28.6	41.9	15.6	50.0	--	0.0	60.0	69.1	37.9	45.2	69.6	43.1	72.7

Sources: *Readiness for College*, Office of Postsecondary Education Coordination, Department of Education, the State University System and the Community College System

Notes: Data include only FTIC students who took all entry-level tests for both the CROP group and the high school graduates.

1991-92 College Reach Out 12th graders were matched against placement test tapes for Summer 1992, Fall 1992 and Spring 1993. Twelve students were matched by both the State University System and the Community College System.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 6

RESULTS OF FETPIP TRACKING OF 12TH GRADERS
1991-92 COHORT

	CROP GRADUATES[1]						1991-92 HIGH SCHOOL GRADUATES					
	Total	White	Black	Hispanic	Asian	Native American	Total	White	Black	Hispanic	Asian	Native American
Total Frequency[2]	733	4%	88%	7%	< 1%	1%	89,853	65%	21%	12%	2%	< 1%
Continuing Education Total	411	4%	86%	9%	<1%	1%	39,678	68%	17%	12%	3%	< 1%
DPS	38	0%	95%	5%	0%	0%	3,041	59%	26%	13%	2%	< 1%
CCS	214	6%	77%	15%	1%	1%	23,587	68%	15%	14%	2%	1%
SUS	137	3%	95%	1%	0%	1%	10,854	70%	16%	9%	5%	< 1%
Private	22	0%	100%	0%	0%	0%	2,196	61%	26%	9%	4%	< 1%
Employed Only	128	5%	90%	5%	0%	0%	22,264	65%	21%	12%	1%	1%
Military	13	0%	100%	0%	0%	0%	3,583	68%	23%	8%	1%	< 1%
Not Found	181	3%	90%	6%	< 1%	< 1%	24,328	59%	28%	10%	2%	1%
Employed and Continuing Education	192	7%	81%	11%	0%	1%	21,538	71%	13%	14%	2%	< 1%

Notes: [1]All 12th graders in the 1991-92 CROP cohort were matched against selected FETPIP databases, including Fall 1992-93 enrollment in public universities and community colleges.
[2]Total frequency shows total number of graduates reported.

Source: Florida Education and Training Placement Information Program.

POSTSECONDARY EDUCATION PLANNING COMMISSION
TABLE 7
OVERVIEW OF CROP COHORTS

	1990-91 CROP Cohort		1991-92 CROP Cohort	
TOTAL IN COHORT	3,994		4,779	
ETHNICITY	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
TOTAL	3,606	100	4,725	100
• BLACK	2,977	83	3,972	84
• HISPANIC	275	8	287	6
• WHITE	277	8	402	9
• NATIVE AMERICAN	1	0	5	0
• ASIAN	54	1	50	1
• OTHER	22	1	9	0
GENDER	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender
TOTAL	3,618	100	4,773	100
• FEMALE	2,388	66	2,999	63
• MALE	1,230	34	1,774	37
GRADE LEVEL	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level
TOTAL	3,797	100	4,718	100
• 6TH	295	8	256	5
• 7TH	398	10	646	14
• 8TH	726	19	638	14
• 9TH	464	12	652	14
• 10TH	402	11	693	15
• 11TH	601	16	924	20
• 12TH	859	23	772	16
• OTHER GRADE LEVEL	52	1	137	3

Notes:
1. Duplicated and unknown data for all factors were omitted from these analyses.
2. Tables prior to 1992-93 do not include data from the line-item funded Florida Indian Youth project. 1992-93 table does not include data from Florida Indian Youth project, University of Florida, and University of North Florida.
3. Percentages may not add to 100% due to rounding.

Sources: 1990-91 and 1991-92 College Reach-Out Program annual reports, 1992-93 College Reach-Out Program interim reports.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 8

PROGRAM SUMMARY OF COHORTS: 1990-91 AND 1991-92
(UNDUPLICATED HEADCOUNT)

	Unduplicated Headcount
Number Served	7,182
Number Graduated	1,463
Continuing Education	875 (59.8 % of number graduated)
Employed	736

Notes: Unduplicated headcount reflects the number of unique individuals that has been served since 1990-91 by CROP. For example, a participant in 1990-91 who also participated in 1991-92 would be counted only once for "Unduplicated Headcount." Continuing education data are based on the number of graduates.

Source: Florida Education and Training Placement Information Program and College Reach-Out annual reports.

POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 9

ANNUAL LEGISLATIVE APPROPRIATIONS

CROP LEGISLATIVE FUNDING FOR ALL INSTITUTIONS 1983-1992								
1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
$320,000	$270,000	$370,000	$370,000	$562,500	$812,500	$1,200,500	$1,765,969	$1,783,327

Note: A $7.00 shortfall occurred in 1989-90 when funds were reappropriated midyear.

INSTITUTIONAL (UNIVERSITY) FUNDING 1983-1992									
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
FAMU	-	8,755.75	30,000	10,036	10,145	16,119	166,980*	70,685	58,469
FAU	-	7,770.73	7,246	10,036	11,067	22,478	91,262*	45,012	32,410
FIU	-	8,755.75	9,493	10,036	32,500	28,623	-0-	96,607	67,800
FSU	-	8,754.44	9,493	17,707	-0-	28,624	28,100	-0-	-0-
UCF	$80,000	8,755.75	9,493	10,036	20,160	28,624	150,433*	75,110	77,196
UF	-	8,755.75	9,438	10,036	14,625	22,500	-0-	-0-	-0-
UNF	-	8,755.75	8,769	10,008	10,155	18,929	-0-	30,340	27,323
USF	$80,000	20,000	9,493	10,036	20,160	28,624	170,490*	50,000	77,869
UWF	-	8,755.75	7,976	10,036	20,159	24,646	-0-	-0-	-0-
F I Ed at UNF	-	-	-	10,036	19,725	20,416	-0-	-0-	-0-
TOTALS	**$160,000**	**$89,060+**	**$101,401**	**$108,003**	**$158,696**	**$239,583**	**$607,265**	**$367,754**	**$341,067+**

* Totals represent consortium funding.
\+ Figures rounded to the nearest dollar.

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INSTITUTIONAL (COMMUNITY COLLEGES) FUNDING 1983-1992 - Table 9 continued									
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Brevard	-	8,755.75	30,000	10,036	17,127	22,500	-0-	-0-	-0-
Broward	-	8,755.75	7,120	10,036	20,159	22,070	-0-	43,100	31,137
Central Florida	-	-0-	-0-	-0-	14,625	28,624	40,114	64,590	68,348
Chipola	-	8,755.74	9,493	10,036	14,625	22,500	-0-	31,868	18,287
Daytona Beach	-	7,442.39	-0-	-0-	20,159	28,624	-0-	-0-	-0-
Edison	-	3,540.39	11,283	7,263	8,348	9,734	-0-	42,980	46,791
Florida at Jacksonville	$80,000	-0-	9,493	10,036	20,159	24,750	40,114	41,318	63,783
Florida Keys	-	2,937.56	4,242	4,498	2,623	10,737	-0-	-0-	-0-
Gulf Coast	-	-0-	8,648	7,684	8,648	9,404	•	37,370	34,797
Hillsborough	-	-0-	9,488	10,036	20,159	28,624	-0-	28,166	35,599
Indian River	-	8,755.74	9,493	10,036	14,625	22,500	•	72,070	52,259
Lake City	-	5,559.90	7,797	3,763	9,665	24,750	-0-	32,000	22,577
Lake-Sumter	-	8,755.75	3,639	10,036	14,625	24,750	•	33,335	26,998
Manatee	-	-0-	8,962	10,036	11,330	10,750	-0-	-0-	-0-
Miami-Dade	$80,000	20,000	9,493	20,000	14,625	24,750	-0-	113,075	79,207
North Florida	-	8,755.74	9,493	10,036	17,127	18,900	-0-	-0-	-0-
Okaloosa-Walton	-	-0-	-0-	10,036	14,625	22,500	-0-	-0-	-0-
Palm Beach	-	8,755.74	6,259	9,926	13,947	17,693	-0-	-0-	54,277
Pasco-Hernando	-	-0-	5,450	3,287	8,302	9,225	-0-	-0-	19,974
Pensacola	-	8,755.73	6,683	10,036	13,038	21,946	-0-	-0-	-0-
Polk	-	8,755.73	5,285	-0-	-0-	-0-	-0-	-0-	9,466
St. Johns River	-	2,845.62	4,219	-0-	-0-	-0-	-0-	22,563	16,713
St. Petersburg	-	8,545.61	9,337	10,036	17,127	22,500	•	95,008	63,073
Santa Fe	-	-0-	9,493	10,036	17,127	28,624	-0-	-0-	-0-
Seminole	-	-0-	9,243	10,036	16,600	22,688	-0-	-0-	-0-

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INSTITUTIONAL (COMMUNITY COLLEGES) FUNDING 1983-1992 - Table 9 continued									
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
South Florida	-	8,755.73	9,493	10,036	14,625	15,400	-0-	-0-	-0-
Tallahassee	-	8,755.73	9,493	10,036	20,159	24,750	*	94,160	67,654
Valencia	-	8,755.73	30,000	20,000	14,625	28,624	*	43,612	53,427
TOTALS	**$160,000**	**$155,940.33**	**$243,599**	**$236,997**	**$378,804**	**$547,917**	**$80,228**	**$795,215**	**$764,367+**

Note: 1991-92 Funding for Rollins College included in the Polk Community College allocation.

* Dollar totals for these institutions are represented in the consortium totals under universities.

\+ Figures rounded to the nearest dollar.

LINE-ITEM FUNDED PROJECTS									
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Florida Indian Youth Program	-	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	27,903
FSU	-	-	-	-	-	-	288,000	288,000	301,640
FAMU: Retention of Minorities	-	-	-	-	-	-	200,000	290,000	94,707
Black Male Exploration	-	-	-	-	-	-			124,678
Career Exploration	-	-	-	-	-	-			94,707
TOTALS	**-0-**	**25,000**	**25,000**	**25,000**	**25,000**	**25,000**	**513,000**	**603,000**	**$643,635+**

EVALUATION AND DISSEMINATION								
1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
-	-	-	-	-	-	-	-	34,258

Note: Funds reserved for evaluation and dissemination in 1991-92 amounted to $34,500 minus a .7% appropriation cut.

Source: Office of Postsecondary Education Coordination, 1992.

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Appendix D

GUIDELINES FOR IDENTIFYING ECONOMICALLY AND ACADEMICALLY DISADVANTAGED YOUTH

POSTSECONDARY EDUCATION PLANNING COMMISSION

GUIDELINES FOR IDENTIFYING ECONOMICALLY AND ACADEMICALLY DISADVANTAGED YOUTH FOR INITIAL PARTICIPATION IN THE COLLEGE REACH-OUT PROGRAM

Economic Guidelines

- Family's taxable income did not exceed 150% of the poverty level in the calendar year preceding the year in which the individual will participate in the project.
- Family received Aid to Families with Dependent Children (AFDC) in the year preceding the year in which the individual will participate in the project.
- Family received public assistance in the year preceding the year in which the individual will participate in the project.

Academic Guidelines

- First-generation-in-college student (i.e., neither of the student's parents received a baccalaureate degree).
- Cumulative grade point average (GPA) of 2.50 or below in the preceding school year.
- No mathematics courses at Level II or Level III in grades 9-11 on the academic transcript.
- No science courses at Level II or Level III in grades 9-11 on the academic transcript.
- Grade Ten Assessment Test (GTAT) reading comprehension score in the lower two quartiles.
- Grade Ten Assessment Test (GTAT) mathematics score in the lower two quartiles.
- Not promoted to the next grade level.
- Expelled from school during the preceding school year.
- Absent for more than 25 school days during the preceding school year.
- Participated in a Dropout Prevention Program.